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ABSTRACT

An overview of the basic system of education in Peru is presented. Despite various achievements in education, Peruvian authorities in recent years generally have not considered educational progress sufficient to meet the social and economic needs of their society. As a result, two educational structures are presently operating in Peru. The traditional structure of education is currently being phased out, and a reformed structure to be fully in effect by 1980 is being instituted. The new educational structure divides formal schooling into three levels: a six-year preschool or initial level; a nine-year basic education level, which forms the compulsory period of school attendance for all children between the ages of 6 and 15; and a higher education level. Higher education is divided into three cycles consisting of professional-vocational education, university study, and graduate study. Other areas discussed in the booklet include educational administration, finance, teacher education, special education, nonformal education, and adult education. A brief reading list concludes the document. (Author/JR)

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# PERU

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## THE COUNTRY AND THE PEOPLE

**Official Name:** Republic of Peru.
**Location:** West coast of South America.
**Size:** 496,222 square miles.
**Main Subdivisions:** 24 Departments, 135 provinces, and 1,259 districts.
**Official Languages:** Spanish and Quechua.
**Population:** 14.9 million; annual growth rate, 3.1% (1975 est.).
**People:** Approximately 46 percent Indian, 43 percent Mestizo (persons of mixed European and Indian heritage), and 11 percent Caucasian.
**Per Capita Income:** $560 (1973).
**Literacy Rate:** 73 percent (1972 census).
**Religion:** Predominately Roman Catholic.
**Government:** Military.

## THE BASIC SYSTEM

### Historical Background

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After the Spanish arrived in Peru in 1531, they gained political control over the Inca Empire and began to superimpose their culture upon the already well-developed Inca culture. Inca precolonial and Spanish colonial schooling followed similar patterns, with formal training under the direction of religious leaders usually reserved for sons of upperclass families. During the Inca period, Cuzco was the seat of learning. From the colonial period to the present, Lima, claiming one of the oldest university in all the Americas and the oldest teacher-training institution in South America,[1] has been the educational and intellectual center of the Nation.

After Peru became independent from Spain in 1821, major educational reforms in 1850 and 1855 both provided the rudiments of a national public administration and also organized schooling into three levels: *popular* (primary), *media* (secondary), and *superior* (higher). Additional reforms in 1875 were influenced by French education: the *Universidad Nacional Mayor de San Mar-*

[1]The *Universidad Nacional Mayor de San Marcos* was founded in Lima in 1551. In 1822, a normal school was founded in Lima using the Lancaster method of teacher training, whereby students of a master teacher learn by teaching other students.

PERU
International boundary
National capital
Railroad
Road
0 100 200 Miles
0 100 200 Kilometers
PACIFIC
OCEAN
Río Marañón
Río Ucayali
Río Huallaga
Río Santa
Río Apurímac
Río Alto Purús
Río Madre de Dios
Iquitos
Yurimaguas
Chachapoyas
Moyobamba
Cajamarca
Juanjui
Contamana
Pucallpa
Huánuco
Pozuzo
Cerro de Pasco
La Oroya
Huancayo
Huancavelica
Ayacucho
Abancay
Cusco
Ica
Nazca
Yauyos
Luisiana
Husaquiña
Puerto Maldonado
Ayaviri
Juliaca
Puno
Arequipa
Desaguadero
Moquegua
Toquepala
Tacna
Arica
LIMA
Callao
Ancón
Chimbote
Huarás
Huacho
Paramonga
Goyllarisquizga
Trujillo
Salaverry
Chiclayo
Pacasmayo
Chilete
Santiago de Chuco
Mollebamba
Tayabamba
Huamachuco
Galgado
Piura
Talara
Huancabamba
San Ignacio
Nazareth
Tarapoto
Pisco
San Vicente de Cañete
Pan American Highway
BOUNDARY REPRESENTATION IS NOT NECESSARILY AUTHORITATIVE
80
75
72

*cos* was remodeled after the University of Paris, and secondary schools after the French *lycées*. The reforms of 1902, 1905, and 1920 reflected British educational concepts, providing a more stable administrative and organizational structure for public education.

Although there is evidence that secular authorities took a more serious interest in public instruction than had their Spanish colonial counterparts, the private religious character of formal education persisted well into the 20th century. It was not until after the 1941 Organic Law of Public Education was adopted that significant strides were made toward implementing a national public system of education.

After the end of World War II (1945), several major educational advances occurred, with considerable technical and financial assistance from the U.S. Government. Fundamental changes in curriculum, teaching methodology, administration, and teacher education were introduced. Emphasis for the first time was placed on educating the rural Indian populations of the highlands through establishing *nucleo* schools (central schools with a number of dependent schools) and creating community development programs. School facilities were increased and enrollments grew rapidly, especially in the late 1950's and early 1960's. In 1950 the first 10-year educational plan was adopted, and in 1957 and 1958 the first comprehensive diagnostic study of the education system was made.

Despite these achievements, Peruvian authorities in recent years have generally not considered educational progress sufficient to meet the social and economic needs of their society. The military government under Juan Velasco (1968–75) and more recently under Francisco Morales Bermudez has directed its political-economic strategy toward establishing a unique Peruvian social democracy that is to be free of foreign financial dependency and to be based on a doctrine of "revolutionary humanism." Social rehabilitation through education is seen as the key to development. Thus in 1970 a detailed report on educational reform was presented to the Nation, and in 1972 a new general education law was enacted that defined the basic purpose of Peruvian education and revised the structure of the education system.

According to the 1972 law, the purpose of education is to create the new Peruvian man, participating fully in a free, just, and united society and sharing in the creative and communal work of the society. Specifically, the goals of education are to prepare people for (a) work that will contribute to the development of the society, (b) structural changes in the society, and (c) the society's self-assertion and independence within the international community. The law guarantees freedom of education, equality of educational opportunity, freedom of conscience, and the right to religious education at all levels. Public schooling under the reformed system is to be free from preschool through university education. The school is to be oriented to reevaluating the role of women, encouraging coeducation facilities, and taking into account the existence of different cultures and languages within the Nation.

Beginning with the elementary grades in the 1972–73 school year, the reformed system has been introduced gradually into the schools. By 1975, it was in effect to some degree up to the beginning of university-level education.

**Structure**

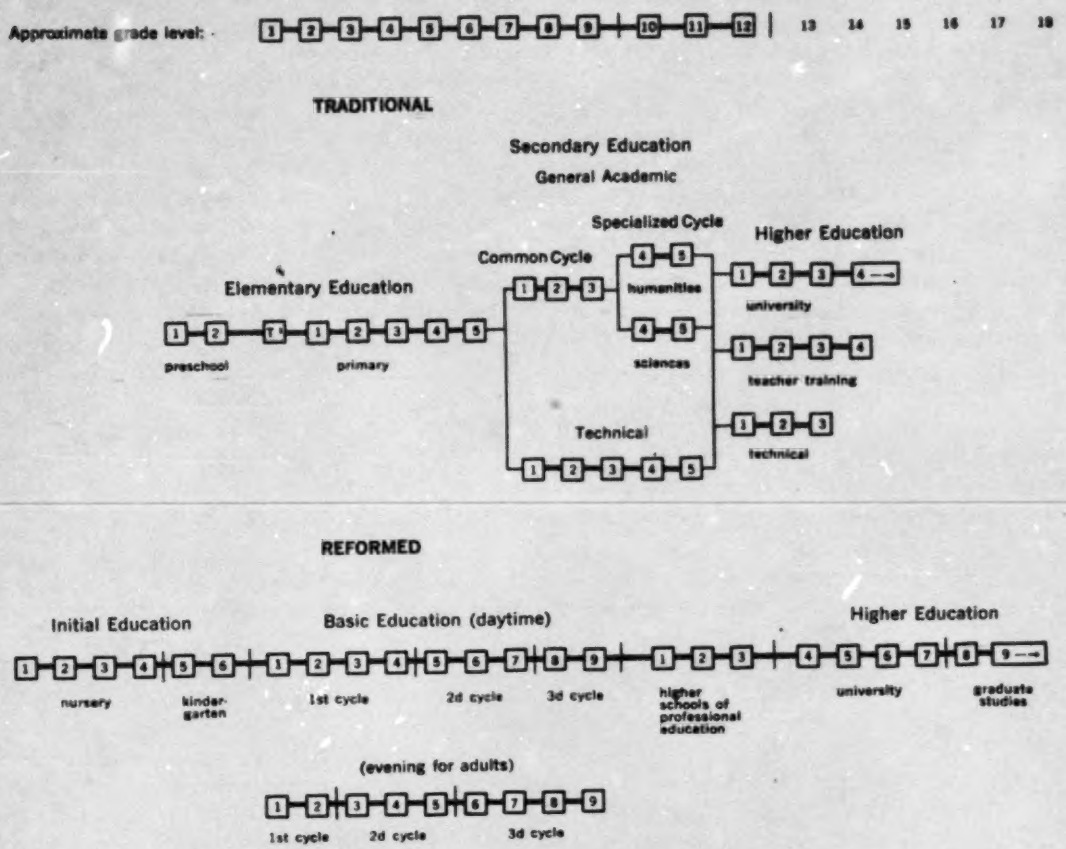
Two educational structures are presently operative in Peru: a traditional structure in the process of being phased out, and a reformed structure that is to be completely in effect by 1980. (See chart, page 4.)

Under the traditional system, there are 8 years of elementary education: 2 in preschool, 1 in kindergarten (*clase de transicion*) as the first year of primary school, and 5 more in regular primary school. Secondary education, which is 5 years in length, is divided into a technical route that includes industrial, agricultural, and commercial studies and a general academic route composed of a 3-year common cycle of general studies and a 2-year specialized cycle in either the humanities (arts) or sciences. At the higher education level, students may select from a number of university study programs of 4 to 9 years in length, teacher education programs requiring 4 years of study, and technical programs generally requiring 3 years.

The reformed structure divides formal schooling into three levels: a 6-year preschool or initial level (*inicial*) composed of nursery schools and kindergartens; a 9-year basic education level (*básica*) divided into three cycles of 4, 2, and 3 years respectively, which forms the compulsory period of school attendance for all children between the ages of 6 and 15; and a higher education level (*superior*) divided into three cycles consisting of (1) grade levels 10 through 12 in "higher schools of professional education" that combine both academic and vocational subject matter, (2) 4 years of university study, and (3) graduate studies.

Children enter primary education in the tradi-

## TRADITIONAL AND REFORMED STRUCTURES OF THE EDUCATIONAL SYSTEM OF PERU




[1] The "transitional" year, similar to kindergarten.

tional system or basic education in the reformed system at the age of 6 years.

Additionally, several less formal systems of education have been developed under the reform to parallel the regular school program from the elementary years up to higher education. The adult route (*educación básica laboral*) for students over age 15 provides a 9-year program divided into 2-, 3-, and 4-year cycles, that correspond to the program of the formal basic education level. Vocational training is also offered through this adult route, as are a variety of other programs both publicly and privately sponsored as well as programs in governmental centers known as CECAPE's (*Centros Educativos de Calificación Profesional Extraordinaria*). Self-instruction and self-initiated small-group learning activities are officially encouraged and frequently recognized as legal substitutes for more formal programs of study.

In 1975, educational programs in operation contained structural and content elements of both the traditional and the reformed systems. They were classified officially according to three types: (1) *traditional* programs that followed pre-1972 structures and curriculums, (2) *adapted* programs that modified the traditional to reflect those provisions of the 1972 law that deal with teaching and curriculum, and (3) *reformed* programs that complied with all provisions of the new education law. For the most part, completed reformed programs in the regular schools were operating

through grade 4 (through the 1st cycle of basic education) and in the adult program through grade 7. Adapted programs were operating from the 5th- through 8th-grade levels, with special program adaptations in the 9th-grade level in 25 of the Nation's schools. Ten reformed schools starting at the 10th-grade level (the beginning of higher education under the reformed structure) were opened in 1975 in nine cities to accommodate the first graduates of the adapted programs. Traditional programs for the most part were still in effect at the 10th- and 11th-grade levels (4th and 5th years of traditional secondary education) and in all higher education institutions.

**Legal Basis and Requirements**

The Peruvian education system is based on articles 71 through 83 of the 1933 National Constitution, as modified by the present military government. Traditional educational structures were established under the previously mentioned 1941 Organic Law of Public Education. The principal laws that govern the functioning and organization of the educational reform are the General Education Law (*Ley General de Educación, Decreto Ley* No. 19326, Mar. 21, 1972) and the Organic Education Law (*Ley Orgánica de Educación, Decreto Ley* No. 19602, Nov. 7, 1972). Together, these documents revise the national system of education from preschool through higher education. They establish the state as the supreme education authority, define the standards under which schools must operate, and provide for a 9-year compulsory school period that corresponds to the primary and lower secondary grades under the traditional system and the 9-year basic school under the reformed system.

In addition, a series of governmental resolutions and regulations guide specific aspects of the educational process, such as private and bilingual education (*Reglamento de Centros Particulares de Educación Inicial y Educación Básica y El de La Educación Bilingue, Decreto Supremo* 003–ED/73), school *nucleo* centers (*Reglamento de Los Nucleos Educativos Comunales, Decreto Supremo* 005–73–ED), parent associations (*Reglamento de Asociación de Padres de Familia, Decreto Supremo* 006–73–ED and *Decreto Supremo* 001–74–ED), educational research (*Reglamento de Investigaciones Educativas, Decreto Supremo* 13–73–ED), and such areas as education for women, coeducation, religious education, and rural education (*Reglamento de Revalorización de la Mujer, de Educación Mixta, de Educación Religiosa, de Promoción Educativa Para Las Áreas Rurales, Decreto Supremo* 16–72–ED). Teachers' salaries for the years 1975–76 are governed by *Secreto Supremo* 001–75–ED.

The Constitution guarantees academic freedom and upholds the right of the citizen to receive and the obligation of the state to provide both civil and moral education. Although schools are not always available, the law has provided that they must be constructed in any area where the school-age population has reached 30; and full primary education (or basic education since the reform) must be offered in each provincial and district capital. Schools located on the grounds of major agricultural or industrial enterprises are the financial responsibility of those enterprises and must be maintained for the benefit of workers' children. Financial responsibility for other schools, including preschools and special education institutions, is the duty of the state.

**Administration**

The 1972 Organic Law of Education reversed conventional administrative patterns by establishing decentralized educational management. In effect, the law created a four-tier administrative unit: a national level under a Minister of Education; nine regional levels, each with a regional director responsible to the Minister of Education through his executive director; an undefined number of zonal levels (35 were in operation during 1975), each with a director responsible to the regional director; and a varying number of local levels (850 planned for 1980) corresponding, more or less, to centralized school districts known as *Núcleos Educativos Comunales*, or NEC's.

The role of the national Ministry of Education is primarily normative—to coordinate, plan, and direct state educational policy decisions. The Ministry's internal structure includes a Minister of Education and an executive director (*director superior*), both appointed by the President of the Republic, four general directorates (for preschool and basic education, for basic evening adult education and professional training, for higher education, and for extension education), planning and financing agencies, and a standing advisory committee, the *Consejo Superior de Educación*. This latter group, composed of 10 members selected from a variety of educational and noneducational organizations, advises the Minister of Education on implementing the education reform.

The internal structures of regional offices and of the zonal offices subordinate to them are modeled on the structure of the national Ministry of Education. The regional and zonal offices

perform similar functions. Their prime responsibilities are to advise, inspect, coordinate, and provide technical assistance within their specific jurisdictions; to operate all formal and nonformal instructional units, except universities, within their territories; and to implement decisions made at the national level.

At the local level, the main administrative unit is the *Núcleo Educativo Comunal*, or NEC. In 1975 over 650 NEC's were operating, with 165 more planned for 1976. Each NEC is composed of a central school offering the full 9 years of basic education and up to 10 satellite schools offering preschool and the first six grades of basic education. The director of each NEC administers all preschool units within his or her area assisted by a Community Education Council, which is responsible for organizing programs to meet local needs. This council, chaired by an educator selected by the Ministry, usually has from 10 to 20 members—40 percent teachers, 30 percent parents, and 30 percent from other community groups.

**Financing**

Major sources of educational finances are the National Government (through the Ministry of Education and other governmental agencies) and tuition payments at private institutions. For 1973 and 1974, Ministry of Education expenditures for all levels amounted to 27,081 million soles, 7 percent of which was spent on capital improvements. (U.S. $1 equalled 65.6 soles as of November 1976.) Private tuition payments added approximately 8 billion soles or almost one-fourth of the total expenditures. For 1975 and 1976, estimated expenditures by the Ministry of Education are somewhat over 39,822 million soles, which represent about 81 percent of the total National Government expenditures and roughly 3 percent of the gross national product.

**Private Education**

Articles 5, 14, and 316 of the *Ley General de Educación* (1972) reaffirm the right of private individuals and groups to maintain schools at all levels. In 1975, enrollments at private schools (called *Centros Educativos Particulares*—private educational centers) accounted for 14 percent of the total elementary and secondary enrollments. At the university level, over one-fourth of all students attended private institutions. Organizational and curriculum plans must be approved by the Ministry of Education, and must conform to the general guidelines established for the educational system at large. Ministerial supervision and inspection is practiced. Public financial support is permitted.

**Academic Calendar**

The pre-university academic year runs from the first week of March to January 6. It consists of three periods: the month of March for teacher planning, the period from April through December for instruction, and a week in January for arranging final administrative matters. Through grade level 9, the instructional period is divided into trimesters as follows: from April 1 to the last Friday of June, from the beginning of the second week in July to the last Friday of September, and from the second week of October to December 30. For grade levels 10 through 12 the school year is broken into two 90-working-day semesters in the reformed system only.

Schools do not operate on Saturdays, Sundays, or the following holidays: Holy Thursday and Good Friday, May 1, June 29, July 6, 28, and 29, August 30, November 1, and December 24 and 25. A normal class day might begin at 8 a.m. and end at 1:30 p.m. followed by extracurricular activities until 3:30 p.m. Adult educational classes usually begin at 6:30 p.m. and end at 9:30 or 10:00 p.m.

University schedules vary, but generally are divided into two semesters extending from March or April to December or January.

**Language of Instruction**

Spanish is the traditional language of instruction. However, since May 1975 Quechua also has been recognized as an official language of the Republic and will therefore be a required subject at all levels of education. Even before 1975, bilingual education was provided in predominantly Indian-speaking areas, and since 1973 all teacher-training programs have included one Peruvian vernacular language other than Spanish in their curriculum. Foreign languages may be taught from the beginning of the first cycle of basic education.

**Grading System**

Official grading practices in all educational institutions throughout Peru follow a 0 to 20 scale. Academic course grades of 16 or better are usually considered excellent; grades of 14 and 15, very good; grades of 13, average; and grades of 11 and 12, passing. Attitudes, disciplines, and the like are reported to parents on a five-point scale that corresponds to letter grades of A (*muy buena*—very good), B (*buena*—good), C (*regular*—

normal), D (*deficiente*—deficient), and E (*muy deficiente*—very deficient).

During the first 2 years of basic education only mathematics and language arts are formally graded. From the third year onward the following subjects are graded monthly: Language arts, social sciences, mathematics, natural sciences, and manual work. Drawing, music, physical education, religion, discipline, and attitudes are graded at the end of each trimester. Final course grades are determined through a variety of mechanisms including oral and written examinations, trimester averages, class assignments, and class participation. Promotion under the reformed system is generally automatic unless a student has failed three or more courses.

**Enrollments**

The *Plan Del Perú 1971–1975* projects 100 percent enrollment of the age group 6 to 11 by 1980. Since 1970, when it was estimated that 74 percent of the 6- to 11-year group were enrolled in school, enrollment growth has been impressive and ahead of that projected for interim target years. Between 1970 and 1974, growth in total enrollments for the first 6 years of schooling is estimated at 6.7 percent for the total period as compared to the target of 3.3 percent, and for grades 7 through 9 is approximately 50 percent as compared to the target of 6.6 percent.

Enrollments at the higher education level have been equally impressive. Between 1960 and 1970 university enrollments increased 257 percent and between 1970 and 1974 almost 30 percent. Teacher-training enrollments at the secondary level have begun to show a decline because of plans to phase out the normal schools (separate teacher-training institutions) and incorporate teacher training into the universities and the higher schools of professional education (*escuelas superiores de educación profesional*).

Enrollment figures for 1975 are shown on p. 7.

**Table 1.—Enrollments: 1975**

[In thousands of persons]

| Level or type of school | Number of students |
|---|---|
| *Total* | *4,558.8* |
| Traditional and adapted systems: | |
| Primary[1] | 1,784.2 |
| Secondary: | |
| Academic, day and evening | 692.0 |
| Technical, day and evening | 253.6 |
| Higher: | |
| Teacher training | 10.0 |
| Higher technical | 24.0 |
| University | 166.1 |
| Reformed system: | |
| Initial | 178.5 |
| Basic:[1] | |
| Grades 1–4, day route | 1,109.7 |
| Grades 1–7, evening route | 242.3 |
| Higher schools of professional education, grade level 10 | 5.7 |
| Nonformal vocational | 84.1 |
| Special education | 8.6 |

[1] Source did not clarify the method used to apportion enrollment figures at this level between the reformed system and the traditional and adapted systems.

Source: Adapted from Ministerio de Educación, Oficina Sectorial de Planificación. *Plan Bienal del Sector Educación 1975–1976* and *Desarrollo de la Educación Peruana 1973–1975, Informe a la 45ª reunión de la Conferencia Internacional de Educación, Ginebra, Septiembre 1975*. Lima, 1976.

## EDUCATION THROUGH GRADE 9

Elementary schooling under the reformed structure consists of an initial and a basic level. The initial level is divided into nurseries (*cunas*) for children through age 3 and kindergartens (*jardines de niños*) for children 4 and 5 years of age. Education from grades 1 to 9 is in a period of transition from the traditional 6-year primary and 3-year general secondary school to the reformed 9-year basic school for students between the ages of 6 and 15.

In grade levels 1 through 4, the reformed programs are in operation; in grade levels 5 through 8, the traditional programs have been adapted; and in grade level 9, the traditional (secondary) program is still in effect in regular schools, although in the adult education program the traditional curriculum has been adapted.

**Initial Education (Reformed System)**

Although there is no established curriculum for initial education in the preschool years, recent government regulations (*Reglamento de Educación Inicial*, June 1975) define four areas to which preschool programs must be addressed: psychomotor development, social and emotional development, intellectual development, and communication skills. The objectives are essentially to detect and treat early signs of learning disability and to promote sound environmental, nutritional, and health standards.

Schools operate both formally and informally in specially designed centers (*Centros de Educación Inicial*) through informal programs of the NEC (the centralized school district), neighborhood associations, and specialized programs for parents. Parents who lack formal school training are

**Table 2.—Model curriculum for basic education, daytime for youth: 1975**

| Subject | Grade: Theory (T) or Practice (P): | Number of hours per week | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First cycle | | | | | | | | Second cycle | | | | | | Third cycle | | | |
| | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | |
| | | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P |
| *Total for grade* | | *24* | | *24* | | *24* | | *24* | | *32* | | *32* | | *33* | | *33* | | *33* | |
| *Total* | | *16* | *8* | *16* | *18* | *16* | *8* | *16* | *8* | *20* | *12* | *20* | *12* | *16* | *17* | *16* | *17* | *16* | *17* |
| Language arts | | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 3 | -- | 3 | -- | 3 | -- |
| Mathematics | | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 5 | -- | 5 | -- | 2 | 1 | 2 | 1 | 2 | 1 |
| Natural science | | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 |
| Social science | | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 4 | -- | 4 | -- | 4 | -- |
| Art education | | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 2 | 1 | 2 | 1 | 2 | 1 |
| Physical education | | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 2 | -- | 2 | -- | 2 |
| Religion | | 1 | -- | 1 | -- | 1 | -- | 1 | -- | 1 | -- | 1 | -- | 1 | -- | 1 | -- | 1 | -- |
| Foreign language | | -- | -- | -- | -- | -- | -- | -- | -- | 2 | -- | 2 | -- | 1 | 1 | 1 | 1 | 1 | 1 |
| Manual arts | | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 5 | -- | 5 | -- | 7 | -- | 7 | -- | 7 |
| Technical drawing | | -- | -- | -- | -- | -- | -- | -- | -- | 2 | -- | 2 | -- | 1 | 1 | 1 | 1 | 1 | 1 |
| Orientation | | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2 | -- | 2 | -- | 2 | -- |

Source: *Estudio de Pre-factibilidad para la organización de Centrales de Servicios de los Núcleos Educativos Comunales*, vol II. Lima: Manseriche-Capirona S.A., 1975.

encouraged to participate in preschool activities and to become familiar with preschool programming so that the home environment can reinforce school objectives.

Initial education is free but not compulsory. Many schools operate for as long as 10 hours per day even though students are usually in attendance for only 2 to 5 hours depending upon the number of daily sessions offered. The Ministry of Education provides general supervision of both public and private preschools. In 1974, there were 1,179 public and 560 private institutions offering approved preschool programs. Ministerial plans seek an enrollment of 50.3 percent of the 5-year-old age group by 1980.

### Basic Education (Reformed System, Grades 1–9)

There are two routes within basic education (*educación básica*): a daytime route (*básica regular*) for youth and an evening route (*básica laboral*) for adults, each divided into three cycles. (See chart.) The preschool level is not a prerequisite. Theoretically, the amount of time spent in each grade is not fixed. Promotion is achieved upon completion of the prescribed experiences and behavioral objectives of the grade.

Class periods last approximately 1 hour, with a high percentage of the student's time devoted to practical application of each subject. Tables 2 and 3 show the number of hours of theory and practice for each subject in the model curriculums for the daytime and evening routes of basic education.

Uniforms of gray trousers or skirts with white shirts and gray sweaters are required by law for all students. School insignias may be sewn on the sweater, but other distinguishing features are not permitted.

Basic education is free in all public institutions, but students purchase their own textbooks from grade 3 onward. Private schools, accounting for about 14 percent of daytime students, follow identical regulations and employ the same text materials as do public schools.

In contrast to the traditional system, the reformed system deemphasizes pure intellectualism and attempts to change the elite character of education by providing goals more universally acceptable and applicable to the citizenry. Thus, the curriculum aims at the integral development of the child including adequate preparation for the labor market and promotion of his or her social participation in the life of the Nation.

Specifically, the basic education curriculum is designed to accomplish the following five tasks: 1) Stimulate intellectual development and basic preparation in scientific, technological, and humanistic knowledge; 2) promote self-reliance and personal growth; 3) cultivate a critical conscience that will enable the student to "understand Peruvian reality better," to participate in the transformation of society in a responsible and creative manner, and to contribute to the safety and defense of the

**Table 3.—Model curriculum for basic education, evening for adults: 1975**

| Subject | Grade: Theory (T) or Practice (P): | Number of hours per week | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First cycle | | | | | | Second cycle | | | | | | Third cycle | | | | | |
| | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | |
| | | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P | T | P |
| *Total for grade* | | *22* | | *22* | | *22* | | *22* | | *22* | | *22* | | *22* | | *22* | | *22* | |
| *Total* | | *14* | *8* | *14* | *8* | *14* | *8* | *13* | *9* | *13* | *9* | *11* | *11* | *11* | *11* | *11* | *11* | *11* | *11* |
| Language arts | | 10 | -- | 4 | -- | 3 | -- | 3 | -- | 3 | -- | 2 | -- | 2 | -- | 2 | -- | 2 | -- |
| Mathematics | | 1 | -- | 3 | -- | 4 | -- | 4 | -- | 4 | -- | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 1 |
| Natural science | | -- | 2 | -- | 2 | -- | 2 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 | -- | 3 |
| Social science | | 1 | -- | 2 | -- | 2 | -- | 2 | -- | 2 | -- | 2 | -- | 2 | -- | 2 | -- | 2 | -- |
| Religion | | 2 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- | 4 | -- |
| Orientation | | -- | -- | 1 | -- | 1 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Manual arts | | -- | 6 | -- | 6 | -- | 6 | -- | 6 | -- | 6 | -- | 7 | - | 7 | -- | 7 | -- | 7 |

Source: *Estudio de Pre-factibilidad para la organización de Centrales de Servicios de los Núcleos Educativos Comunales*, vol. II. Lima: Manseriche-Capirona S.A., 1975.

Nation; 4) stimulate positive attitudes towards family life, social cooperation, ethics, religion, and the like; and 5) prepare the student for a useful occupation. Within each subject area, general objectives are further defined in behavioral terms covering knowledge, activities, orientation, and work skills.

The curriculum is flexible, governed by detailed ministerial guides that may be adapted to local conditions and the maturity of the student. Minimum subject matter includes language, mathematics, social and natural sciences, art and physical education, religion, and manual arts, with the last receiving priority attention in the third cycle of the youth route and in all cycles of the adult route.

Upon completion of basic education, a leaving certificate (*Certificado de Estudios*) is issued in which the student's general academic, social, and work skill development is described.

### Adapted and Traditional Programs (Grades 5–9)

From grades levels 5 through 8 (the last 2 years of the traditional primary school and the first 2 years of the traditional secondary school), the reform is only partly in effect; in grade 9 (the third year of traditional secondary education), except in experimental situations, it has not yet been instituted. Most students in grade 9 still receive education very similar to that given in pre-reform years, and will more than likely complete their secondary studies under the traditional structure.

Traditional secondary education consists of 5 years of study, grade levels 7 through 11. Students select either a technical school program in which they concentrate their studies in some aspect of agriculture, industry, or commerce; or a general academic school program divided between a common cycle of 3 years (grade levels 7–9) and a specialized cycle of 2 years (grade levels 10 and 11). This entire traditional route is to be replaced by the target year of 1980.

Students in adapted programs attend school under the traditional structure, but with the curriculum and teaching methods modified to reflect the reform. Typical general academic programs during the basic cycle—grades 7 through 9—might include course work in religion, a foreign language, Spanish, geography, world history, Peruvian history, mathematics, biology, art, and physical education. Weekly instruction ranges upward to about 36 hours. The leaving certificate received after completion of the 9th-grade level of either general academic or technical education is equivalent to that given after completion of the same level of basic education under the reformed system.

## EDUCATION FROM GRADE 10 THROUGH 11 OR 12

### Traditional Programs

The specialized cycle of general (academic) secondary education (grade levels 10 and 11) is divided into studies in the humanities and studies in the sciences. The curriculum consists of up to 26 hours per week of instruction in core subjects such as language, literature, Peruvian history, foreign language, civics, religion, political econ-

omy, psychology, art education, physical education, and home economics. In addition, the science specialization consists of 10 hours per week of instruction during both years in subjects such as biology, physics, chemistry, geometry, and trigonometry; in the humanities, it consists of an additional average of 12 hours per week of instruction in subjects such as world history, Spanish language, literature, Peruvian culture, geography, and other social sciences.

Upon completing the specialized cycle of general academic (11th-grade level) education, students receive a secondary education certificate (*Certificado de Educación Secundaria Completa*, or simply *Certificado de Estudios*); and upon completing the 11th-grade level in technical secondary education, they receive the title *Técnico*. All secondary certificates and titles indicating completion of a specific program entitle the student to enroll in university and other advanced programs, although technical graduates in the various fields are usually limited to the following specific fields of study in higher education institutions:

| *Technical secondary field* | *Higher education field* |
|---|---|
| Agriculture | Agriculture, animal science, forestry, agricultural engineering, business administration. |
| Commerce | Economics, accounting, public relations, business administration, advertising, journalism, tourism, social service, education. |
| Industry | Industrial engineering, mechanical engineering, electronics, business administration, general mechanics, electricity. |

### Reformed System: Higher Schools of Professional Education

In the reformed system, the 10th, 11th, and 12th years of schooling are offered in "higher schools of professional education" (*escuelas superiores de educación profesional*—ESEP's) and constitute the first cycle of what is termed higher education under the new reformed system. As the traditional system is gradually replaced, enrollment in the ESEP's is expected to increase 15.4 percent annually between 1975 and 1980 so that 48 percent of the relevant age group will be enrolled during the target year. At present, there are ESEP programs in the cities of Arequipa, Cuzco, Huancayo, Iquitos, Juliaca, Lima, Moqueque, Piura, and Puno.

The ESEP level is open to graduates of the 9-year basic school and to students who have completed the common cycle of the traditional secondary structure. There are neither entrance examinations nor tuition payments in the public programs. The ESEP is mainly, though not exclusively, a vocational/technical school that offers the student both general education and professional (career) preparation in a marketable skill. It consists of only one track in which students may (1) terminate their studies at various points and receive certification for work completed or (2) continue their studies until granted the title *Bachillerato Profesional*, which is required for entrance into the universities.

Some flexibility is permitted in the curriculum so that it may adapt to local resources, needs, and priorities. It is designed, however, to incorporate subjects for the terminal student as well as for the student going on to the university, and to develop the individual both humanistically and scientifically while orienting him or her toward active participation in a changing society. All subjects are to be taught partially through independent or group study, thereby limiting a teacher's function to that of a resource person rather than an instructor and thus maximizing teacher resources. Table 4 shows a model curriculum for the general education part of the ESEP curriculum, including the number of hours in independent or group work.

The various fields in which vocational/professional training is available at one or more schools are as follows:

- Accounting
- Administration
- Agriculture
- Animal Science
- Art
- Automotive Mechanics
- Business Education
- Chemistry
- Construction
- Economics
- Education
- Electricity
- Electronics
- Fishery
- Forestry
- General Mechanics
- Health
- Journalism
- Library Science
- Metallurgy
- Mining
- Nursing
- Petroleum
- Pharmacy
- Radio
- Secretarial
- Social Service
- Statistics
- Textiles

## HIGHER EDUCATION

For the most part, the traditional higher education system is still in effect in Peru. Attempts to institute the reformed system have in general met with resistance, particularly in the universities.

### Traditional System

The traditional higher education system in Peru has consisted of universities, higher normal

## Table 4.—General education curriculum model for the ESEP level: 1974[1]

| Subject areas | Hours per week | | | |
|---|---|---|---|---|
| | 1st semester | | 2d semester | |
| | With instructor | Independent or group work | With instructor | Independent or group work |
| *Total* | *21* | *26* | *16* | *25* |
| Formal language (mathematics, logic, grammar structure, etc.) | 4 | 5 | 3 | 5 |
| Spanish | 3 | 4 | 0 | 0 |
| Foreign language | 2 | 4 | 2 | 4 |
| Social research (history, geography, economics, political science, administration, legislation) | 3 | 4 | 2 | 4 |
| Scientific research (chemistry, physics, biology, etc.) | 2 | 2 | 3 | 5 |
| Art/aesthetics | 3 | 3 | 2 | 3 |
| Group work and guidance | 4 | 0 | 4 | 0 |
| Physical education | 0 | 4 | 0 | 4 |

[1] Professional (career) preparation in a marketable skill forms a major part of the training in the higher schools of professional education (*escuela superior de educación profesional*—ESEP's). This table gives only the general education curriculum model.

Source: Adapted from: Republic of Peru, Dirección General de Educación Superior. *Estructura Curricular del Primer Ciclo de Educación Superior* (Documento interno y preliminar). 1974.

## Table 5.—Universities, with date founded, location, and fields of study offered: 1975

| Institution | Date founded | Location | Fields of study |
|---|---|---|---|
| **Public Universities:** | | | |
| Universidad Nacional Agraria | [1] 1901 | Lima | *Undergraduate:* Agricultural Engineering, Agronomy (Biology, Chemistry, Meteorology, Statistics), Animal Science, Fishing, Engineering, Food Industries, Forestry, Social Sciences (Administration, Economics, Education, Home Economics, and Sociology). *Graduate:* Agricultural Economics, Animal Production, Communications, Entomology, Nutritional Science, Plant Pathology, and Soil and Water Resources Engineering. |
| Universidad Nacional Agraria de la Selva | 1964 | Tingo Maria | *Undergraduate:* Agronomy, Animal Husbandry. |
| Universidad Nacional de la Amazonia Peruana | 1961 | Iquitos | *Undergraduate:* Agricultural Engineering, Agronomy, Chemistry, Economics, Education, Forestry, Sciences (Biology, Fishing Engineering, Mathematics, Nursing, Physics). |
| Universidad Nacional del Centro del Perú | [2] 1959 | Huancayo | *Undergraduate:* Administration (Accounting, Business Administration, Economics), Agronomy, Animal Science, Architecture, Art, Chemical Engineering, Forestry, Industrial Engineering, Mechanical and Electrical Engineering, Mines, Nursing, Primary Education, Secondary Education, Social Sciences (Anthropology, Humanities), Social Service, and Sociology. |
| [illegible]versidad Nacional "Daniel Alcides [illegible]arrión" | [3] 1965 | Cerro de Pasco | *Undergraduate:* Economics and Commerce, Education, and Mining and Metallurgy. |
| Universidad Nacional de Educación "Enrique Guzman y Valle" | 1967 | Chosica | *Undergraduate:* Art Education, Educational Administration, Humanities and Social Sciences, Physical Education, Preschool Education, Primary Education, Sciences (Geography, Mathematics), and Secondary Education. *Graduate:* Education and Philosophy. |

**Table 5.—Universities, with date founded, location, and fields of study offered: 1975—Contd.**

| Institution | Date founded | Location | Fields of study |
|---|---|---|---|
| Universidad Nacional "Federico Villarreal" | [3] 1963 | Lima | *Undergraduate:* Architecture and Urban Planning, Biology, Chemical Engineering, Civil Engineering, Common Secondary Education, Dentistry, Economics and Commerce (Accounting, Cooperatives, Economics), Electrical Engineering, Geography, Law and Political Science, Mechanical Engineering, Medical Sciences, Nursing, Oceanography and Fisheries, Psychology, Pure Science (Mathematics, Physics, Statistics), Social and Administrative Sciences (Administration, Social Service, Sociology), and Veterinary Medicine. |
| Universidad Nacional "Hermilio Valdizán" | [4] 1964 | Huánuco | *Undergraduate:* Accounting, Agronomy, Economics and Commerce, Letters and Education, and Nursing. |
| Universidad Nacional de Ingeniería | [5] 1875 | Lima | *Undergraduate:* Architecture, Civil Engineering, Economics, Geology, Industrial Engineering Systems, Mechanical and Electrical Engineering, Mining and Metallurgy, Petroleum Engineering, Sanitary Engineering, Sciences (Chemistry, Mathematics, Physics, Statistics), and Urban Planning and Art.<br>*Graduate:* Sciences (Applied Mathematics, Applied Mechanics, Chemistry, Geology, Physics, Systems Engineering). |
| Universidad Nacional "José Faustino Sánchez Carrión" | [6] 1967 | Huacho | *Undergraduate:* Administration and Economics, Fisheries. |
| Universidad Nacional Mayor de San Marcos | 1551 | Lima | *Undergraduate:* Accounting, Administrative Sciences, Anthropology, Art, Biology, Chemistry, Dentistry, Economics, Education, Engineering (Chemical, Electrical, Geological, Mechanical, Metallurgy), Geography, History, Human Medicine, Journalism, Law and Political Sciences, Linguistics, Mathematics, Medical Technology, Nursing, Obstetrics, Pharmacy and Biochemistry, Philosophy, Physical Education, Physics, Psychology, Social Work, Sociology, Spanish Literature, Statistics, and Veterinary Medicine.<br>*Graduate:* Art, Biology, Economics, Education, Geography, History, Law and Political Science, Linguistics, Literature, Mathematics, Medicine, Philosophy, and Psychology. |
| Universidad Nacional "Pedro Ruiz Gallo" | [7] 1970 | Lambayeque | *Undergraduate:* Agronomy, Animal Science, Biology, Veterinary Medicine. |
| Universidad Nacional de San Agustín | 1825 | Arequipa | *Undergraduate:* Architecture, Biology, Chemistry, Economics, Education, Fisheries, Geology, History, Industrial Relations, Law, Literature, Medicine, Nursing, Philosophy, Psychology, Pure Mathematics, Social Service, and Sociology.<br>*Graduate:* Accounting, Biology, Chemistry, Economics, Education, Geology, History, Law, Literature, Philosophy, and Social Sciences. |
| Universidad Nacional de San Antonio Abad | 1692 | Cuzco | *Undergraduate:* Accounting, Agronomy and Animal Science, Anthropology, Biology, Economics, Education, Chemical Engineering, Civil Engineering and Architecture, Law, Letters and Humanities, and Physics and Mathematics.<br>*Graduate:* Anthropology, Biology, Economics, Education, History and Geography, Philosophy, Physics and Mathematics, and Spanish and Literature. |
| Universidad Nacional de San Cristóbal de Huamanga | 1677 | Ayacucho | *Undergraduate:* Agronomy, Anthropology, Biology, Chemical Engineering, Mine Engineering, Nursing, Obstetrics, Primary Education, Secondary Education, and Social Service. |

**Table 5.—Universities, with date founded, location, and fields of study offered: 1975—Contd.**

| Institution | Date founded | Location | Fields of study |
|---|---|---|---|
| Universidad Nacional "San Luis Gonzago" | 1955 | Ica | *Undergraduate:* Accounting, Agronomy, Civil Engineering, Dentistry, Economics, Fisheries, Human Medicine, Law and Political Science, Letters and Education, Mechanical and Electrical Engineering, Pharmacy and Biochemistry, and Veterinary Medicine. |
| Universidad Nacional Técnica del Altiplano | 1961 | Puno | *Undergraduate:* Accounting, Agricultural Sciences, Economics, Nursing, Social Service, Topography, and Veterinary Sciences. |
| Universidad Nacional Técnica de Cajamarca | 1962 | Cajamarca | *Undergraduate:* Agronomy, Civil Engineering, Education, and Nursing. |
| Universidad Nacional Técnica del Callao | 1966 | Callao | *Undergraduate:* Chemical Engineering, Economics and Accounting, Hydro-biological and Fishing Resources, and Mechanical and Electrical Engineering. |
| Universidad Nacional Técnica de Piura | 1961 | Piura | *Undergraduate:* Accounting, Agrarian Sciences, Economics, Fish Engineering, and Industrial Engineering. |
| Universidad Nacional de Trujillo | 1824 | Trujillo | *Undergraduate:* Biology, Economics, Education, Chemical Engineering, Industrial Engineering, Law and Political Science, Medicine, Nursing, Pharmacy, Physics and Mathematics, and Social Sciences. |
| **Private Universities:** | | | |
| Pontificia Universidad Católica del Perú | 1917 | Lima | *Undergraduate:* Administrative Sciences (Accounting, Business Administration), Agronomy, Education, Engineering (Civil, Industrial, Mechanical, Mines) Law, Letters and Human Sciences (Language and Literature, Philosophy, History, Psychology, Social Work), Sciences (Chemistry, Mathematics, Physics), and Social Sciences (Anthropology, Economics, Sociology). *Graduate:* Chemistry, Economics, Education, Engineering, History and Philosophy, Law, Mathematics, and Social Sciences. |
| Universidad Particular Católica Santa María | 1961 | Arequipa | *Undergraduate:* Dentistry, Economics and Commerce, Education, Law, Nursing, Pedagogy, Social Communications Science, and Social Service. |
| Universidad Femenina del Sagrado Corazón | 1962 | Lima | *Undergraduate:* Education, Linguistics, Psychology, and Sociology. |
| Universidad Particular "Inca Garcilaso de la Vega" | 1964 | Lima | *Undergraduate:* Administration (Administrative Engineering, Business Administration, Publication Administration), Economics and Accounting, Education (Primary, Secondary Commercial, Secondary Common), Psychology (Clinical Psychology, Industrial Psychology), and Social Sciences (School Psychology, Sociology). *Graduate:* Education. |
| Universidad Particular de Lima | 1962 | Lima | *Undergraduate:* Accounting, Administration (Administration of Cooperative Education, Business Administration, Education Administration, Public Administration), Communication Sciences (Advertising, Journalism, Movies, Public Relations, Radio and Television), Economics, and Industrial Engineering. |
| Universidad Particular del Pacífico | 1962 | Lima | *Undergraduate:* Administration, Economics. |
| Universidad Particular Peruana "Cayetano Heredia" | 1961 | Lima | *Undergraduate:* Dentistry, Medicine, and Sciences (Biology, Chemistry). *Graduate:* Biology, Chemistry, Medicine, and Statistics. |
| Universidad Particular de Piura | 1968 | Piura | *Undergraduate:* Business Administration, Engineering, Industrial Engineering, Information Sciences, and Liberal Arts. *Graduate:* Humanities. |

**Table 5.—Universities, with date founded, location, and fields of study offered: 1975—Contd.**

| Institution | Date founded | Location | Fields of study |
|---|---|---|---|
| Universidad Particular Ricardo Palma | [8] 1969 | Lima | *Undergraduate:* Accounting, Architecture and Urban Planning, Biology, Economics, Economics and Business Administration, Engineering (Civil, Electronic), and Social Sciences. |
| Universidad Particular "San Martín de Porres" | 1962 | Lima | *Undergraduate:* Cooperatives, Economics (Accounting, Business Administration), Industrial Relations, Journalism, Law Education, Psychology, Social Service, Sociology, and Statistics. |
| Universidad Particular San Martín de Tarapoto | 1975 | Tarapoto | *Undergraduate:* Biology, Letters, and Education. |
| Universidad Particular "Victor Andrés Belaúnde" | 1968 | Ayacucho | *Undergraduate:* Accounting, Economics and Administration, Education, Law and Political Sciences, Penal Sciences, and Social Service. |

[1] University status was granted in 1960; previously called *Escuela Nacional de Agricultura y Veterinaria.*

[2] Became a public institution in 1962; previously called *Universidad Particular Comunal del Centro.*

[3] Instruction was first offered in 1962 when it was an affiliate of *Universidad Nacional de Centro.*

[4] Instruction was first offered in 1961 when it was an affiliate of *Universidad Particular Comunal del Centro.*

[5] University status was granted in 1955; previously called *Escuela de Ingenieros Civiles y de Minas.*

[6] Instruction was first offered in 1960 when it was an affiliate of *Universidad Particular Comunal de Centro.*

[7] Founded as *Escuela de Agronomía de Lambayeque* in 1960; was granted university status in 1963 under the name *Universidad Nacional Agraria del Norte,* and in 1970 was merged with *Universidad Nacional de Lambayeque* (originally founded in 1963).

[8] Originally founded as *Universidad Particular Peruane de Ciencias y Tecnología* in 1966.

Source: Adapted from Guia *Estudiantil para postulantes a Universidades, Institutos Militares y otros Centros Superiores.* Lima: 1975; *Study In Peru,* Institute of International Education. Lima: 1972; and *Grados y Títulos Que Otorga la Universidad Peruana (Programas y Departmentos Academicos).* Lima: Consejo Nacional de la Universidad Peruana: 1974.

schools and pedagogical institutes (discussed under "Teacher Education"), and higher technical institutions.

*Universities.*—The principal Peruvian university—and oldest in all the Americas—is the *Universidad Nacional Mayor de San Marcos,* which accounts for approximately 13 percent of total higher education enrollments. The next largest are the *Universidad Nacional "Federico Villarreal"* and the *Universidad Nacional de San Agustín.* Together these three public institutions account for nearly 32 percent of total higher education enrollments and 44 percent of public enrollments. The *Pontificia Universidad Católica del Perú* is the major private institution of the country and has the fourth largest enrollment of all Peruvian institutions. Of the total 1974 enrollment estimates, 73 percent of the students matriculated in pubiic institutions and 27 percent in private institutions.[2] Growth in enrollments during the past few years has been rapid, but is expected to level off in the coming years. No increase is planned in the percentage of the age group pursuing university studies, which in 1974 was 10.6 percent. The 33 universities, with founding date, location, and fields of study offered in 1975, are listed in table 5.

Historically, Peruvian universities have consisted of semi-independent faculties, schools, and specialized institutions to which a prospective student made direct application. Even before the new reformed system, the university organization was changing so that its components were becoming entities called departments instead of schools, and academic programs instead of faculties. A department is responsible for course instruction and research; an academic program develops the major fields of study, which may involve one or more departments.

The university is loosely administered by a rector who is elected to a 5-year term of office by representatives of the university community, which may include students, faculty, administrators, and often alumni. The rector is the legal representative of the university and presides over all university councils and assemblies. He is also responsible, with the aid of vice rectors, for the daily administration of the university.

Admission to Peruvian universities is highly competitive, with an estimated one place for every three applicants. All universities administer an entrance examination as well as requiring second-

[2] Consejo Nacional de la Universidad Peruana, 1975.

ary school completion (a certificate of 5 years of day study or 6 years of evening study) plus a certificate of good conduct from the secondary school from which the prospective student graduated. To better their chances for admission, students frequently spend a year at one of the numerous schools that specialize in preparing students for the university entrance exam.

Graduates of the traditional technical secondary programs are limited in their choice of studies (see p. 10). Married students may not pursue careers in nursing or the armed forces. Students intending to major in diplomacy must be Peruvian by birth and demonstrate fluency in a foreign language.

Degree requirements have also been in the process of change but generally consist of (1) 2 years of general studies, after which the *Bachillerato* degree[3] may be awarded, and (2) 2 to 4 or more years of specialized study (the average is 3 years) in an academic or professional field, after which the academic or professional title is awarded that is considered the terminating basic university certificate. Table 6 lists selected traditional undergraduate university fields of study, with the degree and title earned and the average number of years required for the title.

Graduate degrees are offered by several universities in specialized fields of study. In general, the degree *Magister* represents an additional 2 years of course study plus a thesis. The degree *Doctor,* offered in such fields as law, education, literature, history, and philosophy, represents 3 years of study and research beyond the basic university title.

Tuition fees in both public and private universities are minimal, ranging from about the equivalent of US $1 per semester to $230 in some private universities. The entrance examination fee is usually about the equivalent of US $12 and transcript fees are about US $2. In most cases the universities have made special provisions for students who are unable to make tuition payments because of economic reasons. Some private universities charge tuition fees in accordance with family income.

*Higher technical institutions.*—Higher technical institutions include schools of nursing, schools and institutions of administration, military schools, national institutes, and specialized institutes. Completion of secondary-level training is not necessarily a prerequisite for admission to all such institutions, but is desirable. In most cases, programs of study are 3 years in length and lead to nonuniversity degrees and titles.

**Reformed System**

Under the reform provisions, higher education (as so denominated in Peru) will be divided into three levels or cycles. The first cycle will be offered at grade levels 10 through 12 in the higher schools of professional education (*escuelas superior de educación profesional*—ESEP's) discussed earlier. The second cycle will offer undergraduate and professional (career) education studies, and the third or graduate cycle will emphasize specialized research.

*Second cycle.*—The objectives of the second cycle of higher education, as legally formulated to date, will be (1) to provide a complete academic and professional preparation in an interdisciplinary area, based upon a broad understanding of the general culture; (2) to instill reflective and creative thinking, as well as research ability in the areas of the humanities, the sciences, and technology; and (3) to equip students for active citizenship.

Second cycle higher education will consist of specialized study at a university or other institution of advanced studies such as officer training schools of the Armed Forces, police academies, and religious seminaries. The academic year will be divided into 2 semesters of 90 working days each and will follow a system of credit hours. Entrance to a higher education institution will require the title *Bachillerato Profesional* but not any particular previous specialization, for the stated reason that the curriculum is to be flexible and is to accommodate the needs and preparation of the individual student. The length of programs may vary although, generally speaking, the first university degree (*Licenciatura*) will be awarded after 4 years of study, and the second (*Maestría*) after completion of additional prescribed prerequisites.

The national university structure is to be headed by an autonomous national assembly of universities (*Asamblea Universitaria Nacional*) composed of representatives from every university in the country in a membership ratio of one-third students and two-thirds faculty and administrators, plus two representatives of the nonprofessional staff. A 15-member representative council of this assembly (*Consejo Representativo del Sistema Universitario*), employing the same membership guidelines, is to serve as the executive body, and a general secretariat (*Secretaría General*) composed solely of professionals will serve in the capacity of

[3] Note that under the reformed system the *Bachillerato Profesional* degree (usually referred to simply as the *Bachillerato*) indicates completion of the ESEP level, which represents only 12 years of schooling.

**Table 6.—Selected traditional undergraduate university fields of study, with degrees and titles earned and average number of years required for the latter: 1975**

| Field of study | Degree | Title | Average years of study required for the title[1] |
|---|---|---|---|
| Accounting | Bachiller en Ciencias | Contador | 5 |
| Animal Science | Bachiller en Ciencias | Ingeniero Zootecnista | 5 |
| Anthropology | Bachiller en Ciencias Sociales | Licenciado en Antropología | 5 |
| Architecture | Bachiller en Ciencias | Arquitecto | 5 |
| Biology | Bachiller en Ciencias | Biólogo | 5 |
| Chemistry | Bachiller en Ciencias | Químico | 5 |
| Dentistry | Bachiller en Ciencias | Licenciado en Odontología | 5 |
| Economics | Bachiller en Humanidades | Economista | 5 |
| Education | Bachiller en Ciencias or Bachiller en Humanidades | Profesor | 5 |
| Engineering: | Bachiller en Ciencias | | |
| Agricultural | | Ingeniero Agrícola | 5 |
| Chemical | | Ingeniero Químico | 5 |
| Civil | | Licenciado en | |
| | | Ingeniería Civil, or | 5 |
| | | Ingeniero Civil | 5 |
| Electrical | | Ingeniero Electricista | 5 |
| Forestry | | Ingeniero Forestal | 5 |
| Industrial | | Ingeniero Industrial | 5 |
| Mechanical | | Ingeniero Mecánico | 5 |
| Systems | | Ingeniero de Sistemas | 5 |
| Law | Bachiller en Humanidades | Abogado | 5–7 |
| Medicine | Bachiller en Medicina or Bachiller en Ciencias | Médico-Cirujano | 8–9 |
| Oceanography | Bachiller en Ciencias | Ingeniero Pesquero | 5 |
| Psychology | Bachiller en Humanidades | Licenciado en Psocología | 5 |
| Sociology | Bachiller en Ciencias Sociales | Licenciado en Sociología | 5 |

[1] Years of study may vary from university to university.

a technical advisory body to both the assembly and council. Additionally, there is to be a national consultative council (*Consejo Consultivo Nacional*) of governmental and community representatives and regional coordination councils (*Consejos de Coordinación Regional*) to carry out the work of the national assembly on the local level.

The internal organization of universities is to be similar to that of the national university system: policymaking and ultimate control are to be in the hands of a university assembly (*Asamblea Universitaria*) composed of two-thirds faculty and administrators and one-third students plus one nonprofessional staff member. The university council (*Consejo de Gobierno*), headed by the rector of the university, will be the university's executive body. The consultative council (*Consejo Consultivo*), composed of members of the community and alumni, will advise the university council; and various technical bodies will professionally advise, plan, and execute university programs.

*Third cycle.*—The third cycle will lead to the doctorate degree (*Doctorado*). There are no formal courses of instruction because the degree will be awarded primarily upon demonstration of competency in research. The degree program is planned to be of approximately 2 years' duration. Either the *Licenciatura* or *Maestría* will be required for students seeking third-cycle training. The newly created National Institute of Higher Studies (*Instituto Nacional de Altos Estudios*) will be in charge of coordinating, supervising, and directing this cycle, and in cooperation with the Nation's universities and university-affiliated institutions will also offer course work and award degrees that are not duplicated by the universities.

## TEACHER EDUCATION

Teachers are trained in a number of institutions, both traditional and adapted.

### Traditional System

Within the past 2 decades, teacher training and certification requirements have undergone a number of changes, so that today's teachers have obtained their credentials in various ways. In

general, the traditional system has included normal schools on the secondary level, higher normal schools or pedagogical institutes on the higher education level, and (also on the higher education level) teacher education programs at universities offering degrees in that field. Graduates of any of these programs are classified as first-class teachers (*Maestros de Primera Categoría*). In 1974 they made up 69 percent of the public and private school teaching force.

Teachers may also be classified as second-class teachers (*Maestros de Segunda Categoría*) or third-class teachers (*Maestros de Tercera Categoría*). A second-class teacher is one who has not completed one of the previously mentioned teacher-training programs but who holds at least a secondary school completion certificate and has taken some advanced courses in education or holds a postsecondary title in a field other than education. In 1974, 6 percent of the teaching force was so classified.

A third-class teacher has usually completed only elementary schooling and has had little or no training in education. These teachers predominate in the rural areas. They made up 25 percent of the total teaching force in 1974, and 71 percent of them taught in elementary schools.

Until recently, normal schools (which trained elementary level teachers) operated on the secondary level. There were two types: urban normal schools that required completion of 3 years of general secondary education for admission, and rural normal schools that required only an elementary level leaving certificate for admission. The academic titles they awarded were *Normalista Urbana* and *Normalista Rural*, respectively. Although these schools in 1951 were legally elevated to postsecondary institutions (or higher normal schools) requiring complete secondary education for admission, full implementation of the law did not take effect for some time after 1959. Likewise, in 1959 their traditional 3-year program of study was extended to 4 years but, again, implementation of the law did not take immediate effect. As late as 1967, most non-university teacher-training programs for the elementary level covered the fourth-year course requirements by expanding the daily schedule of the 3-year program to 38 hours of class work per week. Successful attempts to develop a uniform 4-year curriculum began only in the 1970's.

The higher normal schools or pedagogical institutes traditionally offered 3- to 4-year programs of study following completion of secondary education. The 3-year programs were generally designed for prospective elementary-level teachers. The most common academic title awarded was *Profesora de Educación Primaria*. The 4-year programs were generally designed for prospective secondary-level teachers. The academic titles awarded included: *Profesor de Educación Primaria* (a title indicating 4 years as well as 3 years of teacher training), *Profesor de Educación Secundaria, Profesor de Educación Secundaria Técnica,* and *Profesor de Educación Secundaria Común.*

At the university level, teachers have been and still are trained in 5-year programs, although 4-year programs have also existed. University entrance requires a secondary leaving certificate. After 2 years of study, the student receives the academic title: *Bachiller en Humanidades, Especialidad: Educación.* After an additional 2 to 3 years of study, one of the following titles is awarded: *Licenciado en Educación, Profesor de Educación Primaria, or Profesor de Educación Secundaria.*

**Adapted and Reformed System**

The educational reform is modifying the traditional system by providing an education specialty in the ESEP's, the higher schools of professional education operating at the upper secondary level described earlier. These schools will produce paraprofessionals in education to assist in the 9-year basic schools.

It is intended that eventually all teacher-training, both for the elementary and secondary levels, will be in the universities. This, however, is a far-off projection. In the meantime, until the reformed structure is firmly established, the higher normal schools or pedagogical institutes will probably continue to prepare a large portion—almost 40 percent—of the elementary and secondary teachers. In 1974, there were 45 of these institutions (38 public, 7 private).

The reform has led to a revision of the programs of the higher normal schools and pedagogical institutes. They are now uniformly of 4 years' duration and divided into two semesters per year. The curriculum covers four areas of study: (1) general education, (2) basic professional education, (3) specialized professional education, and (4) practice teaching (1 full year).

Under the reformed system, students who have specialized in education at the ESEP level will receive the title *Bachillerato Profesional en Educación,* while those who pursue university level studies will receive the title *Licenciado en Educación.* Additional advanced degress and titles in education will include the *Maestría* and the *Doctorado* (discussed under Higher Education).

### Inservice Training

As part of its efforts to facilitate a transfer from the old to the new system, the Ministry of Education in December 1973 embarked on a massive inservice teacher-training program to prepare previously certified teachers to instruct in reformed schools, which require a different orientation. During 1974, about 14,755 teachers were prepared for the new 9-year daytime basic school for youth, 5,887 for the evening basic school for adults, 1,362 for preschools, and 897 for the ESEP's. These courses are taught through correspondence and technical visits from ministerial officials.

The National Institute of Research and Development of Education (*Instituto Nacional de Investigación y Desarrollo*) has specific responsibility for the inservice program, which has generally won the support of the principal teacher organizations—namely, *Sindicato de Educadores de la Revolución Peruana* (Educators Union of the Peruvian Revolution), *Sindicato Unico de Trabajadores en la Educación del Perú* (Educational Workers Union of Peru), and *Colegio de Doctores en Educación* (College of Doctors of Education).

## SPECIAL EDUCATION

Special education, which extends through all levels of the reformed system, is defined as education for gifted children and those limited by mental retardation, inadequate social adjustment, and physical defects such as blindness and audiolingual problems. In 1975 there were 71 centers of special education throughout the country, 21 of which were privately sponsored. In addition, remedial education classrooms (*aulas de nivelación*) for students with learning problems in the early years of elementary level education are common in grades 1 and 2.

## NONFORMAL EDUCATION

A prime objective of the education reform is to develop a nonformal system for continuing education in which all members of society may participate at any point in their lives. Peru's educational leaders consider nonformal education programs an integral and permanent part of the overall effort. The principal tasks of this system are (1) to mobilize community members into joint community development efforts, (2) to provide the adult population with education equal to that in the formal system, (3) to transform underemployed and unemployed adults into economically productive workers, and (4) to increase the productivity of present workers.

The Ministry of Education has primary administrative responsibility for nonformal education, although other government and private agencies offer nonformal programs as well. (See table 7 for a selected list of such programs.) The *Junta Permanente de Coordinación Educativa*, with a membership of private and public representatives, is the major body for coordinating nonformal programs, exchanging data on the status of the various programs, and making recommendations especially concerning overlapping programs.

**Table 7.—Selected nonformal training programs with objectives and entrance requirement, by sponsoring agency: 1975**

| Sponsoring agency | Program | Objectives | Entrance requirement |
|---|---|---|---|
| Ministry of Education | Basic Working Education[1] (*Educación Básica Laboral*) | To provide educationally deprived members of the adult population with relevant learning experiences comparable to those provided for school-age children in formal schools; to assist the literacy program goal; to train workers to perform socioeconomic roles; to prepare the individual for life-long self-instruction; and to support the structural transformation of the society. | Over age 15. |
| | Education Centers of Special Professional Training (*Centros Educativos de Calificacion Professional Extraordinaria*—CE-CAPE's) | To train apprentices (for entering specific occupations), the self-employed, the unemployed, and the underemployed; to provide inservice training for workers; and to redirect workers towards active socioeconomic participation. | Varies with specific training program, but areas of usual consideration are age, aptitudes, experience, and knowledge. |

**Table 7.—Selected nonformal training programs with objectives and entrance requirement, by sponsoring agency: 1975—Continued**

| Sponsoring agency | Program | Objectives | Entrance requirement |
|---|---|---|---|
| | Literacy Program (ALFIN: *Alfabetización Integral*) | To eradicate illiteracy for the age group 15–39 by 1980. | Over age 15. |
| | National Educational Television Institute (*Instituto Nacional de Teleducación*) | To supplement both school and nonformal programs through radio, television, movies, the press, correspondence, etc. | No special requirements. |
| | Promotional Programs (*Programas Especiales*) | To promote educational activities in labor centers and rural areas through workshops, seminars, and publications; and to generate an interest in educational activities and support for educational services. | No special requirements. |
| | Extension Education[2] (*Extensión Educativa*) | To instill a critical spirit in every Peruvian citizen for his personal development so that he may freely participate in social change; to stimulate self-instruction on a sustained basis in order to achieve spiritual and cultural enrichment; to diffuse knowledge and information in accordance with the dynamic technological, scientific, and social developments of the time; to promote national culture; and to promote sports and recreational activities for personal development. | No special requirements. |
| Ministry of Agriculture | Farmer Improvement (for men) (*Promoción Campesina*) | To train for effective farmer participation in business and to contribute to farmer income by increasing productivity in agriculture. | Adult male agricultural worker. |
| | Farmer Improvement (for women) (*Promoción Campesina*) | To train for effective decision making and to assist females in raising their standard of living including giving them artisan training, basic education, and organizational skills. | Adult rural female. |
| | Farmer Improvement (for youth) (*Promoción Campesina*) | To increase youth's participation in rural organizations and provide them with productive skills. | Youth below the age of 18. |
| | National Center for Research and Training for the Agrarian Reform (*Centro Nacional de Capacitación e Investigación para la Reforma Agraria*) | To train officials, staff, and workers responsible for the agrarian reform in the organization and administration of rural enterprise, agricultural credit, rural public administration, and agro-business. | Agricultural worker. |
| Ministry of the Armed Forces | Literacy program of the Armed Forces | To provide basic literacy training; to train literacy trainers; and to provide service personnel with specific vocational and industrial skills. | Member of the Armed Forces. |
| Ministry of Energy and Mines | Adult education in Pasco mining center and technical schools in mining | To improve the quality of mining workers and to increase their ability to start their own mining businesses. | Mining worker. |
| Ministry of Fishing | Short courses of about 50 hours each | To upgrade the productivity of the fishing industry. | Active fisherman or worker in the fish products industry. |
| Ministry of Health | Center for Professional Training (*Centro de Capacitación Profesional*) | To train for nonprofessional health service careers through 5-week to 1-year courses. | Staff member of the Ministry of Health. |

**Table 7.—Selected nonformal training programs with objectives and entrance requirement, by sponsoring agency: 1975—Continued**

| Sponsoring agency | Program | Objectives | Entrance requirement |
|---|---|---|---|
| Ministry of Industry and Tourism | National Apprenticeship and Industrial Work Service (*Servicio Nacional de Aprendizaje y Trabajo Industrial*) | To provide apprenticeship programs in such areas as machine operation, maintenance mechanics, metal work, welding, and electricity. | Male between the ages of 14 and 20 with the support of a sponsoring firm; most students are secondary school graduates. |
| | | To operate working skills. | Employed worker. |
| | | To upgrade working skills. | Employed foreman or job supervisor. |
| | | To assist industrial foremen and supervisors in managerial skills. | |
| Ministry of Labor | Short courses | To upgrade skills that meet local needs in such areas as carpentry, woodwork, auto mechanics, electricity, sheet metal work, and maintenance mechanics. | Between the ages of 16 and 21; preference given to Indian youth who are unemployed or underemployed. |
| National System of Support for Social Mobilization (*Sistema Nacional de Apoyo a la Movilización Social*) | Small group discussions, seminars, and courses | To promote and develop social interests such as unions and cooperatives; to create a dialogue between government and citizens; and to instill particular ideological and political orientations. | No special requirements but programs are usually directed toward worker organization members and rural farmers. |
| Ministry of Transportation and Communications | Complementary primary education | To provide basic literacy training and complementary primary-level education. | Railroad or other transportation worker. |
| Agricultural Cooperatives | Agricultural Cooperative Centers (*Central de Cooperativas Agrarias de Producción Azucarera*) | To train in cultural, social welfare, health, and general education subjects. | Member of the Cooperative. |
| Roman Catholic Church | Community Service (*Servicio de la Comunidad*) | To upgrade farmer skills; to assist community development efforts of rural areas; and to provide youth needed services. | No special requirements. |
| | Rural Education Institute (*Instituto de Educación Rural*) | To train farmers in the central zones of the country and to assist community development groups. | No special requirements. |

[1] See also text, p. 4.
[2] Mainly in rural areas and the Armed Forces.
Source: Based on information supplied by the U.S. AID Mission to Peru.

At the local level, nonformal programs are centered within the *Nucleos Educativos Comunales* (NEC's). The establishment of local study groups is typically the responsibility of *promotores* (literally, promoters) who, upon entering a community, first make a descriptive profile study of the locality to identify local leaders, through whom initial groups are then established. As these initial groups begin to assume direction for themselves, information about a group is spread throughout the locality. When additional interest is shown, the promotors assist in creating new groups. Eventually responsibility for management of the particular nonformal program is in the hands of local volunteer facilitators (*animadores*). Administrative and technical assistance is provided by an NEC supervisor, a technical advisor, nonformal education chiefs, and visiting governmental *promotores*. The various programs are divided into program units, each headed by a unit chief and consisting of sub-units responsible for the participants.

Because it is considered that teaching and

learning should ideally be shared experiences of all community members, self-instruction and self-initiated small-group work form the principal techniques of learning. Self-study books, mobile resource units, field trips, short-term workshops, seminars, and various forms of media, especially radio, are all employed to induce and facilitate participation in nonformal programs.

## GLOSSARY OF SELECTED EDUCATIONAL TERMS

| *Spanish* | *English* |
|---|---|
| **A** | |
| *Alfabetización* | Literary program |
| *Altos estudios* | Graduate education |
| *Aulas de nivelación* | Remedial classrooms |
| **B** | |
| *Bachillerato* | First university degree in the traditional system generally awarded after 2 years of general studies |
| *Bachillerato profesional* | Pre-university diploma or title awarded after completion of the first cycle of higher education in the reformed system (grade level 10–12) |
| **C** | |
| *Clase de transición* | Transitional year of the traditional system, similar to kindergarten |
| *Cuerpo docente* | Faculty, instructional staff |
| *Cuna* | Nursery school |
| *Curso vespertina* | Evening course |
| **E** | |
| *Educación básica* | Basic education, consisting of the first 9 years of schooling in the reformed system |
| *Educación inicial* | Initial education, consisting of 6 preschool years in the reformed system |
| *Educación laboral* | Adult education (evening) |
| *Educación particular* | Private education |
| *Educación regular* | Daytime education (for youth) |
| *Educación superior* | Literally, "higher education," which begins with grade level 10 in the reformed system |
| *Escuela oficial* | Public school |
| **F** | |
| *Formación de meaestros* | Teacher training |
| **J** | |
| *Jardín de niñas* | Kindergarten |
| **L** | |
| *Licenciado* | First university degree in the reformed system |
| *Linea de acción educativa* | Area of study |
| **M** | |
| *Modalidad* | School route |
| **N** | |
| *Núcleo de acción educativa* | Field of study |
| *Núcleo Educativo Comunal (NEC)* | A central school with satellite schools |
| **P** | |
| *Padres de familia* | Parent-teacher organization |
| *Programa adaptado* | Curriculum adapted to the reformed system |
| *Programa no escolarizado* | Non-formal program |

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